



Florence 5 School District

156 E Marion Street
Johnsonville, SC 29555

Grades	PK-12 District	
Enrollment	1,472 Students	
Superintendent	Dr. D. John Morris	843-386-2358
Board Chair	Darren Timmons	843-386-2358

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Below Average
2010	Average	Average
2009	Below Average	Below Average
2008	Average	Good
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

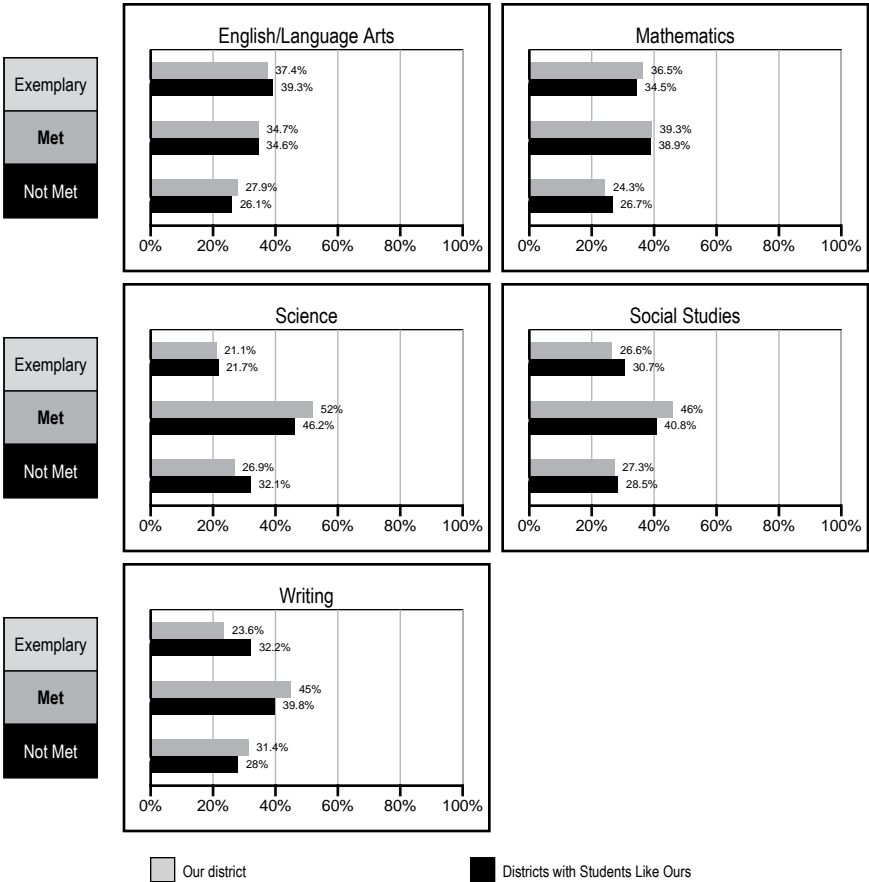
98.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	7	14	2	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	81.0%	81.4%	76.9%	74.6%	77.1%	77.7%
Passed one subtest	13.0%	11.3%	18.5%	13.2%	11.8%	12.5%
Passed no subtests	6.0%	7.2%	4.6%	12.2%	11.1%	9.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	90.3%	82.1%
English 1	75.7%	69.0%
Biology 1/Applied Biology 2	59.8%	65.3%
Physical Science	58.1%	53.1%
US History and the Constitution	37.3%	44.2%
All Subjects	65.0%	63.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	125	106	595	647
Number of Graduates in Cohort	106	90	425	490
Rate	84.8%	84.9%	72.8%	77.3%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	125	N/A	675
Number of Graduates in Cohort	N/A	109	N/A	496
Rate	N/A	87.2%	N/A	74.5%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,472)				
First graders who attended full-day kindergarten	100.0%	No Change	99.5%	99.6%
Retention rate	2.1%	No Change	2.2%	2.3%
Attendance rate	96.6%	Down from 96.8%	95.8%	95.8%
Served by gifted and talented program	16.0%	Up from 5.7%	16.0%	14.0%
With disabilities other than speech	9.0%	Down from 9.1%	7.8%	7.4%
Older than usual for grade	3.6%	Down from 5.6%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.1%	0.4%	0.5%
Enrolled in AP/IB programs	18.5%	Up from 17.1%	12.5%	12.2%
Successful on AP/IB exams	42.6%	Down from 55.3%	53.2%	52.9%
Eligible for LIFE Scholarship	29.2%	Down from 53.3%	32.2%	30.3%
Enrolled in adult education GED or diploma programs	4	Up from 1	79	66
Completions in adult education GED or diploma programs	3	Up from 1	39	35
Annual dropout rate	2.9%	Down from 3.3%	3.0%	2.8%
Teachers (n=85)				
Teachers with advanced degrees	64.7%	Down from 65.7%	61.8%	61.2%
Continuing contract teachers	94.1%	Up from 82.8%	87.2%	85.6%
Teachers returning from previous year	92.9%	Up from 91.5%	91.2%	90.3%
Teacher attendance rate	95.7%	Up from 94.9%	95.2%	95.2%
Average teacher salary*	\$46,713	Down 2.0%	\$46,630	\$46,166
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	11.4 days	Down from 13.5 days	12.2 days	12.2 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 20.9 to 1	20.9 to 1	21.7 to 1
Prime instructional time	90.9%	Up from 90.0%	89.9%	90.1%
Dollars spent per pupil**	\$9,862	Up 1.4%	\$9,033	\$9,140
Percent of expenditures for teacher salaries**	49.4%	Down from 50.2%	55.0%	53.5%
Percent of expenditures for instruction**	51.3%	Down from 51.8%	57.9%	56.5%
Opportunities in the arts	Fair	Down from Good	Excellent	Excellent
Number of schools	3	No Change	11	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.4%	Down from 5.3%	1.0%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	3.0	No Change	11.0	8.0
Parents attending conferences	97.0%	Down from 97.3%	96.6%	96.6%
Average administrator salary	\$75,418	Down 2.1%	\$75,952	\$78,000

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	92	97.8%	615	65.0%	125	84.8%	Yes
Gender							
Male	42	100.0%	334	62.0%	62	87.1%	N/A
Female	50	96.0%	278	68.7%	63	82.5%	N/A
Racial/Ethnic Group							
White	68	98.5%	433	72.5%	84	84.5%	N/A
African American	24	95.8%	168	46.4%	38	86.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	54.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	81.8%	63	38.1%	13	76.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	44	95.5%	310	58.1%	61	78.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	97.8%	91.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	506	474	547	510	483	444	1536	1427		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	16.9	18.1	19.1	19.0	18.0	19.0	18.9	19.3	18.3	19.0
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	2.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The journey of academic excellence is one that is taken seriously in Florence County School District Five. Although we have been on this journey for quite some time, we still have miles to go in this never-ending task of educating our children.

I am very proud of the academic success our schools have experienced. With the accountability laws, we must strive to reach new and enduring levels of excellence. We welcome the challenges with excitement and anticipation of great achievement. We know that we can and will excel as our students embark into this new era.

The report card will offer our community access to the important data relative to the Florence 5 school district. We are available to discuss your comments or concerns about this report, and we invite you to visit our schools.

Much progress has been made due to the commitment and support of board members, teachers, other district employees, students, parents, and citizens of the Johnsonville area. The future is bright, and we must continue to strive for excellence. Resources are limited, but our commitment to providing quality educational opportunities for all students is unlimited. Our challenge is to continue to be "The Pride of the Pee Dee."

Dr. D. John Morris Jr. Ed.D.
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Corrective Action
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The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	1
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Title I Schools' School Improvement Status

School	Status
Johnsonville Elementary	CA

The Florence 5 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	663	99.4	27.9	35	37.1	81.8	82.4	Yes	Yes
Gender									
Male	350	99.7	32.1	33.2	34.7	77.4	78.7	N/A	N/A
Female	313	99	23.2	36.9	39.9	86.9	86.2	N/A	N/A
Racial/Ethnic Group									
White	438	99.5	17.3	35.4	47.3	89.7	88.9	Yes	Yes
African American	207	99	51.5	33.5	14.9	64.4	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	14	100	28.6	42.9	28.6	78.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status									
Disabled	148	97.3	55.5	29.9	14.6	54.7	48.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	14	100	28.6	42.9	28.6	78.6	78.3	I/S	I/S
Socio-Economic Status									
Subsidized meals	424	99.1	35.9	36.1	28	75.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	663	99.9	24.4	39.6	36	85	81.9	Yes	Yes
Gender									
Male	350	99.7	27.1	37.1	35.9	84.1	79.9	N/A	N/A
Female	313	100	21.4	42.5	36.1	86	84.1	N/A	N/A
Racial/Ethnic Group									
White	438	99.8	15.9	39.3	44.9	90.9	88.9	Yes	Yes
African American	207	100	43.8	39.2	17	71.1	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	14	100	21.4	64.3	14.3	92.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status									
Disabled	148	99.3	48.6	35.5	15.9	63	47.3	Yes	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	14	100	14.3	64.3	21.4	92.9	81.4	I/S	I/S
Socio-Economic Status									
Subsidized meals	424	99.8	32.1	41.7	26.2	79.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	441	99.6	26.8	52.8	20.4	73.2	68.6
Gender							
Male	228	99.1	25.3	53.4	21.3	74.7	68.3
Female	213	100	28.3	52.2	19.5	71.7	68.9
Racial/Ethnic Group							
White	309	99.7	15.9	57.6	26.5	84.1	80.7
African American	121	99.2	54.9	40.7	4.4	45.1	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	84	98.8	47.4	44.9	7.7	52.6	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	7	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status							
Subsidized meals	274	99.3	35.9	50.8	13.4	64.1	57.3

Social Studies

All Students	442	99.8	27.5	46.6	25.9	72.5	72.5
Gender							
Male	238	99.6	24.5	48.9	26.6	75.5	72
Female	204	100	31.1	43.9	25	68.9	73.1
Racial/Ethnic Group							
White	282	99.7	18.3	47.1	34.5	81.7	81
African American	147	100	46.4	44.2	9.4	53.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	105	99.1	49.5	38.4	12.1	50.5	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	12	100	25	66.7	8.3	75	69.7
Socio-Economic Status							
Subsidized meals	280	99.6	35.9	47.8	16.3	64.1	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	228	99.6	31.4	45	23.6	68.6	73.2	95.5	96.1
Gender									
Male	114	99.1	40	40	20	60	67.2	95.2	96.1
Female	114	100	22.7	50	27.3	77.3	79.4	95.7	96.2
Racial/Ethnic Group									
White	144	99.3	19.1	49.6	31.2	80.9	81.5	95.1	95.9
African American	76	100	54.9	35.2	9.9	45.1	61.3	96.1	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	96.4	97.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.7	97.5	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	N/A	95.1
Disability Status									
Disabled	54	98.2	62.7	33.3	3.9	37.3	26	94.4	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
Limited English Proficient									
Limited English	6	I/S	I/S	I/S	I/S	I/S	65.7	97.7	96.9
Socio-Economic Status									
Subsidized meals	140	100	42.2	43	14.8	57.8	63.2	95.3	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	111	100	13.1	29	57.9	86.9
	4	122	92.6	31.9	39.8	28.3	68.1
	5	109	100	23.1	43.5	33.3	76.9
	6	101	100	33.3	33.3	33.3	66.7
	7	108	100	38	23.1	38.9	62
	8	110	99.1	34	34	32	66
2011	3	101	98	17.7	26	56.3	82.3
	4	117	99.2	15.7	51.3	33	84.3
	5	111	100	32.4	38	29.6	67.6
	6	113	100	39.6	30.2	30.2	60.4
	7	103	99	24.8	30.7	44.6	75.2
	8	118	100	36.6	31.3	32.1	63.4
Mathematics							
2010	3	111	100	18.7	39.3	42.1	81.3
	4	122	95.9	26.5	48.7	24.8	73.5
	5	109	100	17.6	36.1	46.3	82.4
	6	101	100	20.2	40.4	39.4	79.8
	7	108	100	38	36.1	25.9	62
	8	110	99.1	32	44.7	23.3	68
2011	3	101	100	22.7	38.1	39.2	77.3
	4	117	100	26.1	49.6	24.3	73.9
	5	111	100	16.7	36.1	47.2	83.3
	6	113	100	21.7	38.7	39.6	78.3
	7	103	99	22.8	36.6	40.6	77.2
	8	118	100	35.7	37.5	26.8	64.3
Science							
2010	3	56	100	28.3	39.6	32.1	71.7
	4	115	100	27	66.7	6.3	73
	5	54	100	38.9	44.4	16.7	61.1
	6	52	98.1	29.4	54.9	15.7	70.6
	7	108	100	31.5	43.5	25	68.5
	8	54	98.2	28.6	53.1	18.4	71.4
2011	3	50	100	22.4	53.1	24.5	77.6
	4	117	100	31.3	59.1	9.6	68.7
	5	56	98.2	28.3	58.5	13.2	71.7
	6	57	100	32.1	54.7	13.2	67.9
	7	103	99	15.8	50.5	33.7	84.2
	8	58	100	34.5	36.4	29.1	65.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	55	100	11.1	50	38.9	88.9
	4	115	100	28.8	62.2	9	71.2
	5	55	100	29.6	50	20.4	70.4
	6	49	100	6.3	62.5	31.3	93.8
	7	108	100	41.7	31.5	26.9	58.3
	8	55	100	32.1	35.8	32.1	67.9
2011	3	51	100	22.9	45.8	31.3	77.1
	4	116	100	25.4	52.6	21.9	74.6
	5	56	100	36.4	40	23.6	63.6
	6	56	100	24.1	61.1	14.8	75.9
	7	103	99	31.7	41.6	26.7	68.3
	8	60	100	22.8	36.8	40.4	77.2
Writing							
2010	3	110	97.3	32.7	38.5	28.8	67.3
	4	122	93.4	29.6	45.4	25	70.4
	5	111	100	26.1	44.1	29.7	73.9
	6	102	100	25.7	48.5	25.7	74.3
	7	109	100	35.2	45.4	19.4	64.8
	8	109	100	32.7	47.1	20.2	67.3
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	111	99.1	28.7	47.2	24.1	71.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	117	100	33.9	42.9	23.2	66.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	130	100.0	8.7	36.5	31.7	23.0	63.5	68.0	No	Yes
Male	74	100.0	8.6	44.3	28.6	18.6	54.3	63.1	N/A	N/A
Female	56	100.0	8.9	26.8	35.7	28.6	75.0	73.1	N/A	N/A
White	82	100.0	4.9	29.6	35.8	29.6	71.6	79.4	Yes	Yes
African American	43	100.0	17.5	50.0	22.5	10.0	45.0	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	18	100.0	33.3	44.4	16.7	5.6	22.2	74.0	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	79	100.0	13.3	48.0	26.7	12.0	49.3	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	130	100.0	18.3	34.9	27.0	19.8	56.3	62.3	No	Yes
Male	74	100.0	20.0	32.9	27.1	20.0	55.7	61.4	N/A	N/A
Female	56	100.0	16.1	37.5	26.8	19.6	57.1	63.2	N/A	N/A
White	82	100.0	12.3	33.3	25.9	28.4	63.0	75.3	No	Yes
African American	43	100.0	30.0	40.0	27.5	2.5	42.5	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	18	100.0	61.1	33.3	5.6	N/A	11.1	67.7	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	79	100.0	24.0	41.3	26.7	8.0	46.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	130	99.2	59.7	17.1	7.8	15.5	N/A	N/A	N/A	N/A
Male	74	98.6	65.8	9.6	8.2	16.4	N/A	N/A	N/A	N/A
Female	56	100.0	51.8	26.8	7.1	14.3	N/A	N/A	N/A	N/A
White	82	98.8	48.1	18.5	12.3	21.0	N/A	N/A	N/A	N/A
African American	43	100.0	83.7	11.6	N/A	4.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	18	100.0	72.2	22.2	5.6	N/A	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	43	100.0	74.4	11.6	4.7	9.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	97	100.0	10.5	36.8	30.5	22.1	61.1	65.9
	2011	130	100.0	8.7	36.5	31.7	23.0	63.5	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	97	100.0	13.7	29.5	34.7	22.1	68.4	62.3
	2011	130	100.0	18.3	34.9	27.0	19.8	56.3	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	96.6%	94.0%**	Yes

* Adjusted to account for natural variation in performance.
** Or greater than last year